

Date: Mon, 19 Apr 93 04:30:39 PDT  
From: Ham-Policy Mailing List and Newsgroup <ham-policy@ucsd.edu>  
Errors-To: Ham-Policy-Errors@UCSD.Edu  
Reply-To: Ham-Policy@UCSD.Edu  
Precedence: Bulk  
Subject: Ham-Policy Digest V93 #103  
To: Ham-Policy

Ham-Policy Digest                      Mon, 19 Apr 93                      Volume 93 : Issue 103

Today's Topics:

ARRL BULLETIN 32 ARLB032  
CW = effective utilization? (3 msgs)  
New question pool

Send Replies or notes for publication to: <Ham-Policy@UCSD.Edu>  
Send subscription requests to: <Ham-Policy-REQUEST@UCSD.Edu>  
Problems you can't solve otherwise to brian@ucsd.edu.

Archives of past issues of the Ham-Policy Digest are available  
(by FTP only) from UCSD.Edu in directory "mailarchives/ham-policy".

We trust that readers are intelligent enough to realize that all text  
herein consists of personal comments and does not represent the official  
policies or positions of any party. Your mileage may vary. So there.  
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Date: Sun, 18 Apr 1993 18:08:36 UTC  
From: anomaly.sbs.com!mooch!news@uunet.uu.net  
Subject: ARRL BULLETIN 32 ARLB032  
To: ham-policy@ucsd.edu

I am somewhat disappointed with how the auto-forwarding issue is being  
handled. It seems to me that the first forwarding station being held  
repsonsible for messages sent through his/her station is too cumbersome. I  
suppose it gives some persons comfort to think there is someone else to  
blame. Why not just make the person who edited the original message  
responsible for the content of his/her own email or bulletin?

Christopher            system@mooch.sbs.com  
                      nm1z@switch.w1cg-9.ampr.org  
                      NM1Z @ KA1RCI.RI.USA.NA

-----  
Date: Sun, 18 Apr 93 11:26:20 PDT  
From: usc!howland.reston.ans.net!sol.ctr.columbia.edu!destroyer!cs.ubc.ca!

mala.bc.ca!oneb!ham!emd@network.UCSD.EDU  
Subject: CW = effective utilization?  
To: ham-policy@ucsd.edu

jherman@uhunix.uhcc.Hawaii.Edu (Jeff Herman) writes:

```
> As someone else so eloquently put it, "Quit whinnying and just learn the
      ^^^^^^^^^
> code". It is typical of this generation of wanting something (i.e., the
> ham license) without having to work for it. Of course, given today's
> lower educational standards, maybe those of today's generation are not
> as capable of obtaining or do not have the motivation to learn what those
> of previous generations found easily within their grasp. [My claculus
      ^^^^^^^^^
> students provide me an ideal laboratory for analyzing the lack of
> motivation and work ethic in today's generation].
>
> Jeff, NH6IL (a 39 year old OF)
>
> Jeffrey Herman, University of Hawaii Mathematics, jherman@hawaii.edu
>
>
```

Of course, Jeff, perhaps it is also due to the quality of their professors.....

Those who live in glass houses shouldn't necessarily throw bricks at today's educational standards.....

:-)

73, Bob.

Robert Smits  
VE7EMD  
Ladysmith B.C.  
e-mail: [emd@ham.almanac.bc.ca](mailto:emd@ham.almanac.bc.ca)

There is *\*no\** idiotproof filter.  
Idiots are proof against anything!  
- Richard Chycoski, VE7CVS

Date: Sun, 18 Apr 1993 23:43:23 GMT  
From: pa.dec.com!nntpd2.cxo.dec.com!nuts2u.enet.dec.com!little@decwrl.dec.com  
Subject: CW = effective utilization?  
To: ham-policy@ucsd.edu

jherman@uhunix.uhcc.Hawaii.Edu (Jeff Herman) writes:

>Todd, it has been pointed out to you that these code speeds, 5, 13, and 20  
>wpm, represent natural learning plateaus for almost everyone; maybe a  
>physiologist would be able to explain why we encounter these plateaus.  
>

So what do learning plateaus have to do with licensing. I suspect the same argument could be made for whistling AFSK 300 baud packet. Maybe we should first learn to whistle 50 baud RTTY and then graduate to 300 baud packet. Extras would be required to whistle 1200 baud packet. Collect countries or grid squares, I'm sure there are plateaus there too. Should they become licensing requirements?

>Why does CW get preferential treatment over all other modes in regard to  
>obtaining a license? Equipment for no other mode can be constructed so  
>easily with so few components with so little background in radio theory;  
>a novice can take the components from a junked TV and build a qrp cw xmtr  
>with little effort, and in the process of tuning and tweaking and modifying  
>and improving his/her little xmtr builds a base knowledge to go on into  
>other areas of the hobby.

One IC and some miscellaneous passive components I can build a complete FM receiver, FM transmitter, or a SSB receiver. Give me 2 IC's and I'll build an SSB transmitter. Also, given today's TVs it'll be a lot harder to build your QRP CW transmitter, unless you happen to have the pinouts for the various synthesized PLL chips in the receiver. The days you are talking about are gone. They don't exist any more and they won't ever come back. It's called progress. Let's make some progress in the area of amateur licensing. I'd certainly rather see some ham build her own rig or have experimented with different modes of propagation than some appliance operator that can wiggle his finger 25, 65, or 100 times a minute.

>As someone else so eloquently put it, "Quit whining and just learn the  
>code". It is typical of this generation of wanting something (i.e., the  
>ham license) without having to work for it. Of course, given today's  
>lower educational standards, maybe those of today's generation are not  
>as capable of obtaining or do not have the motivation to learn what those  
>of previous generations found easily within their grasp. [My calculus  
>students provide me an ideal laboratory for analyzing the lack of  
>motivation and work ethic in today's generation].

Ah thank you for another astute and informed generalization. Since when is advocating change whining? And I already learned the code as the CSCE I have here proves. It sure made me a better ham. Working those aurora signals on CW is certainly better now that I have a CSCE in my pocket.

You're analogy to calculus is perhaps perfect. I learned most of my calculus in high school. The teacher was excellent and it was interesting

as it had applicability to things I was doing. In college, I had to take the third semester calculus course my freshman year as the University of Illinois wouldn't grant me credit for more than 2 semesters of calculus. It was awful. The "professor" obviously had no interest in teaching the material and made no effort to relate it to any practical application. Needless to say my interest was not real great. But I'm sure you would attribute my half hearted effort in that course to lack of motivation and work ethic of today's generation. After all, I'm a whole year younger than you and I'm sure us youngsters couldn't possibly have made the effort you oldsters did. :-(

And as someone else mentioned, I haven't needed to use any of the calculus I learned since I graduated from college. Must be like the CW requirement, it probably made me a better person because it certainly doesn't appear to have helped me in any other way.

73,  
Todd  
N9MWB

PS I hope you morse code is better than your spelling. ;-)

-----  
Date: Sun, 18 Apr 1993 21:07:22 GMT  
From: news.Hawaii.Edu!uhunix.uhcc.Hawaii.Edu!jherman@ames.arp  
Subject: CW = effective utilization?  
To: ham-policy@ucsd.edu

In article <k3s82B3w164w@ham.almanac.bc.ca> emd@ham.almanac.bc.ca writes:  
>jherman@uhunix.uhcc.Hawaii.Edu (Jeff Herman) writes:  
>  
>> As someone else so eloquently put it, "Quit whinning and just learn the  
> ^^^^^^^  
>> code". It is typical of this generation of wanting something (i.e., the  
>> ham license) without having to work for it. Of course, given today's  
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>> motivation and work ethic in today's generation].  
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>> Jeff, NH6IL (a 39 year old OF)  
>>  
>> Jeffrey Herman, University of Hawaii Mathematics, jherman@hawaii.edu  
>>  
>>

>  
>Of course, Jeff, perhaps it is also due to the quality of their  
>professors.....  
>  
>Those who live in glass houses shouldn't necessarily throw bricks at  
>today's educational standards.....  
>  
>  
>:-)  
>  
>73, Bob.  
>  
>  
>Robert Smits                               There is \*no\* idiotproof filter.  
>VE7EMD                                    Idiots are proof against anything!  
>Ladysmith B.C.                           - Richard Chycoski, VE7CVS  
>e-mail: emd@ham.almanac.bc.ca

Alright, Bob! My fingers slipped off the keys! My typing is not the greatest  
(math comes easier than spelling ....)  
Jeff

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Date: Sat, 17 Apr 1993 23:22:05  
From: yale.edu!ira.uka.de!sol.ctr.columbia.edu!eff!news.oc.com!utacfd.uta.edu!  
rwsys!ocitor!FredGate@yale.arpa  
Subject: New question pool  
To: ham-policy@ucsd.edu

> Does anyone know when the new question pools will  
> start to be  
> used or if they are available yet to get?

novice and technician are available and they go into effect 7/1/93

lee

\* Origin: Com Port 1 DFW Amateur Radio BBS (214) 226-1181 (1:124/7009)

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Date: 18 Apr 93 21:09:51 GMT  
From: olivea!apple.com!apple.com!not-for-mail@uunet.uu.net  
To: ham-policy@ucsd.edu

References <1993Apr16.192230.10540@VFL.Paramax.COM>,  
<1993Apr18.032936.15117@nntpd2.cxo.dec.com>, <C5o1r9.5x5@news.Hawaii.Edu>0

Subject : Re: CW = effective utilization?

jherman@uhunix.uhcc.Hawaii.Edu (Jeff Herman) writes:

>As someone else so eloquently put it, "Quit whinning and just learn the  
>code". It is typical of this generation of wanting something (i.e., the  
>ham license) without having to work for it.

Whine? I learned my code, got my ticket and *\*still\** think that  
allocating more Phone privileges to people who can bang out code  
faster is as illogical a rule as they come.

For that matter, I am all for a flat licensing system. No code  
above 30 Mc/s and 3 wpm for full HF privileges.

>Of course, given today's  
>lower educational standards, maybe those of today's generation are not  
>as capable of obtaining or do not have the motivation to learn what those  
>of previous generations found easily within their grasp.

"Lower education standards?" Did anyone notice that countries  
that have higher education standards gave up on requiring Morse  
code to obtain a Ham license long before W-land did?

>[My claculus  
>students provide me an ideal laboratory for analyzing the lack of  
>motivation and work ethic in today's generation].

By the way, finding calculus instructors unmotivating is not a  
phenomenon found only in "today's generation." We did that when  
I was in college in the '60s. Generations don't really change  
that much. One just thinks so when one gets older. :-)

Let's turn the table around: why is it that few of the "old  
generation" ever got off their butts and get "motivated" to learn  
object oriented programming? Must be something wrong with them,  
huh? Damn, maybe them folks are just as lazy as the young 'uns.

Just my two cents' worth. (Don't worry, two cents didn't buy you  
anything when I was a kid, either :-)) :-).

73,

Kok Chen, AA6TY  
Apple Computer, Inc.

kchen@apple.com

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Date: Sun, 18 Apr 1993 18:01:26 GMT  
From: utcsri!newsflash.concordia.ca!mizar.cc.umanitoba.ca!mona.muug.mb.ca!  
bwalzer@uunet.uu.net  
To: ham-policy@ucsd.edu

References <1993Apr16.192230.10540@VFL.Paramax.COM>,  
<1993Apr18.032936.15117@nnnpd2.cxo.dec.com>, <C5o1r9.5x5@news.Hawaii.Edu>nitob  
Subject : Re: CW = effective utilization?

In <C5o1r9.5x5@news.Hawaii.Edu> jherman@uhunix.uhcc.Hawaii.Edu (Jeff Herman)  
writes:

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. .  
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>obtaining a license? Equipment for no other mode can be constructed so  
>easily with so few components with so little background in radio theory;  
>a novice can take the components from a junked TV and build a qrp cw xmtr  
>with little effort, and in the process of tuning and tweaking and modifying  
>and improving his/her little xmtr builds a base knowledge to go on into  
>other areas ofthe hobby.

If the novice had of spent their code practice time learning something  
useful instead s/he might be able to build something relevant to the  
non-amateur world. Digital radio for example. You know, something that could  
potentially lead to a better understanding of the world they find themselves  
in.

>As someone else so eloquently put it, "Quit whinning and just learn the  
>code". It is typical of this generation of wanting something (i.e., the  
>ham license) without having to work for it. Of course, given today's  
>lower educational standards, maybe those of today's generation are not  
>as capable of obtaining or do not have the motivation to learn what those  
>of previous generations found easily within their grasp. [My claculus  
>students provide me an ideal laboratory for analyzing the lack of  
>motivation and work ethic in today's generation].

You picked a bad parallel to try to convince me. I've never used the small  
amount of calculus I've retained from college even once since I graduated 13  
years ago. Fifteen minutes with the KIM-1 microcomputer listing for the moon  
lander game told me all I've ever needed to know about integration (it was  
my first real encounter with the sum of differences method). Once I knew  
that I could integrate anything I could imagine with a couple of lines of  
code on a computer then memorizing integrals seemed kind of pointless. I'm  
sure that there are good reasons for a deep understanding of linear

calculus, but I've never encountered any.

Allow me to draw my own parallel. Perhaps exposure to computers causes resistance to learning the code in the same way it caused my resistance to my college calculus. People tend to resist learning how to do something when they feel they already know a better method.

Note that I'm personally quite happy with the present licensing structure in Canada. The restriction that I must stay above 30 MHz because I don't have the code qualification doesn't bother me. I'm not into that low frequency stuff. The comparison between calculus and code struck me as kind of neat (but probably not in the way the original poster intended :- ) ).

-----  
Bruce Walzer     |Voice: (204)783-4983  
1312 Valour Rd. |Internet: bwalzer@mona.muug.mb.ca  
Winnipeg MB     |BBS: (204)783-3617 (Ariel II, 1200,8,N)  
R3E 2W8          |AmRadio: VE4XOR  
Canada

Date: Sun, 18 Apr 1993 13:36:23 UTC  
From: anomaly.sbs.com!mooch!news@uunet.uu.net  
To: ham-policy@ucsd.edu

References <1993Apr4.054915.6242@nnnnpd2.cxo.dec.com>,  
<626@toontown.ColumbiaSC.NCR.COM>, <C5119v.5rv@fmsysm.ncoast.org>  
Subject : Re: Just waiting the OFs out

andrews@fmsysm.ncoast.org (Andrew Sargent N80FS) writes:

> What really ticks me off is listening to a bunch of OF's, OM's, and  
> other comunistic Hams, talk \_us\_ down. Remember my friends, in 5  
> short years \_we\_ will take over\_.

Boy does that sound very intelligent or what? You mention other "communistic" hams. But then in the next sentence you say "we will take over". That sounds more communistic than what OM's might say. Reminiscent of "workers of the world unite". And I surely beg to differ. You and your merry bunch of CB transplants will never take over. I guess you haven't read recently of the IARU's reaffirmation of the need for morse code. And I believe it is HR-73 pending? If that passes we can slowly quench these cry baby nocoders who want hf privileges handed to them. I mean it's not like their theory test ws even remotely challenging. The thing is handed to them. Memorize the questions crap. The question pool should be made much larger inorder to prevent rote memoriztion of the answers. There are no-coders around



here who couldn't tell me how to construct a dipole. Now that is truly sad. What's the point of an exam if you don't understand the question?

> BTW, I'm also proud to say that I was a "CB'er" 6 years previous.

My sincerest condolences.

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$                                                                 $
$ Christopher R. Ogren  NM1Z    |   If you believe it's         $
$                               |   time for change...         $
$ system@mooch.sbs.com         |   then that's all you      $
$ nm1z@switch.w1cg-9.ampr.org  |   will have left after   $
$ [44.104.0.2]                 |   Clinton's 4 years.    $
$ NM1Z@KA1RCI.RI.USA (ax25)    |                               $
$                               |                               $
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Date: Mon, 19 Apr 1993 04:10:12 GMT  
From: usc!howland.reston.ans.net!bogus.sura.net!news-feed-1.peachnet.edu!athena!  
aisun3.ai.uga.edu!mcovingt@network.UCSD.EDU  
To: ham-policy@ucsd.edu

References <1993Apr14.180351.3257@ryn.mro4.dec.com>,  
<1993Apr15.185548.6826@mnemosyne.cs.du.edu>,  
<1993Apr16.124025.15606@ryn.mro4.dec.com>  
Subject : EMI susceptibility regulation; was: Re: re: 1500 watts

There are two good reasons for imposing FCC regulations to require consumer electronic gear to reject EMI up to a certain level:

(1) Effect on competition: it would be good for the industry to do it, but nobody's going to go to the expense of doing it unless he knows all his competitors will be subjected to the same expense.

(2) Concealed defect: The consumer doesn't have the opportunity to test the EMI susceptibility of his TV or stereo until it's too late. So in this regard EMI regulations would be like building codes -- they protect the purchaser from defects or limitations that could not easily be discovered at the time of purchase.

--  
:- Michael A. Covington, Associate Research Scientist : \*\*\*\*\*  
:- Artificial Intelligence Programs mcovingt@ai.uga.edu : \*\*\*\*\*  
:- The University of Georgia phone 706 542-0358 : \* \* \*  
:- Athens, Georgia 30602-7415 U.S.A. amateur radio N4TMI : \*\* \*\*\* \*\* <><

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End of Ham-Policy Digest V93 #103

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